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ABSTRACT

The document has been compiled for reference use by instructors and others in need of information necessary to understand and implement the Mountain-Plains instructional and evaluation system. Included in detail are: (1) descriptions of the several forms used for student accounting, student progress monitoring, program evaluation, and ancillary data reported for corporate purposes, (2) explanations of how these forms relate to other segments of the system, and (3) procedural instructions for those using the system. Appended materials include instructions for reading the data printout for the active student file, use of instructional area tests, a graphic display of a program completer, a curriculum monitoring form, and a glossary. (Author/BP)

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instructor DATA REPORTING procedures

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JANUARY, 1975

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INSTRUCTOR DATA REPORTING PROCEDURES

Introduction

This document has been compiled from a variety of sources, edited for clarity and brevity, and is being made available for reference use by instructors and others in need of information necessary to understand and implement the Mountain-Plains instructional and evaluation system. There are many facets of the Mountain-Plains Learning System, some of which are not included here. Included herein are:

1. Descriptions of the several forms used for student accounting, student progress monitoring, program evaluation and ancillary data reported for corporate purposes.
2. Explanations of how these forms relate to other segments of the system.
3. Detailed procedural instructions to those who will be using the system.

Accurate use of the documents described herein is essential in data processing, analysis and feedback, both to instructional staff and management. This feedback feature is of major importance in providing for sensitive monitoring of both the system to identify and react to operating costs (broken down in detail), fluctuating student numbers, staff/student ratios, average length of various career programs, performance distributions (learning curves) of aggregated students within career areas, projections of individual exit dates and the apparent needs of individual students based on relative rate of progress.

In summary, the documents described herein allow for:

1. Student attendance accountability.
2. Adjustment of class load.
3. Student job title and length of program identification and possible adjustment.
4. Time norming of curriculum elements - important for marketing and replication.
5. Identification of potential problems with regard to specific curriculum elements.
6. Immediate awareness of a variety of student problems (i.e., scheduled versus attended time, etc.).
7. Identification of student exit and adjustment of entrance schedules.
8. Identification of student progress or lack thereof in curriculum area.
9. A form of internal program evaluation by component - cost, time, success rate, etc.
10. Relation to a variety of substantiating documents which are used to report a number of variances.

This manual should not be viewed as static. Refinements may occur within allowable limits imposed by our stable operating mode over time. Such refinements will be issued as amendments to this manual which, once again, has the major purpose of specifying data reporting responsibilities of instructional and other staff.

STUDENT TIME CARD

Description and Purpose

The Time Card is issued initially by the Data Center/Student Accounting, one to each student, for the purpose of keeping track of his scheduled time as established by the Scheduling Office in the Data Center. Examples of scheduled time are: class time, MOWINDS Council Involvement, Test Center, GED testing, incentive leave, etc. Examples of filled out and blank student time cards are appended.

The card contains two parts. The left side, and larger half, is for instructors, counselors, etc., to "stamp off" authorized time. The right side is for the use of the Data Center to record variances identified from the data contained on the left side. This information is sent to Butte, where it is used to adjust Student Scheduled Time and Attended Hours columns on the Data Printout.

The total time on the time card assigning students to specific activities appears as scheduled time for those activities on the Data Printout. That time which is stamped by instructors is entered as attended time. The difference between the two appears on the printout as variance time. Each variance is coded and reflected under, for example, "sick hours" on the printout.

Students are normally paid $85 per week. The time card determines whether the student is paid the full amount or not. If the coded absence without a stamp mark indicates that the student is absent for other than authorized reasons, the pay clerk reduces the amount the student receives.

In order for a student to be excused from an absence, he must first place a call to the Data Center. Exceptions: only heads of household and single heads of household must call in this information. Spouses do not have to. However, spouses are accountable in part for their attendance, i.e., spouses must:

1. Be present 75% of the time as reflected by their time cards, or they may be dropped from an occupational area.
2. Be present and accountable on the usual basis for counseling and Family Core Curriculum time.

How the Student Time Card Fits into the System

This document provides the basis for the student accounting system. The cards are prepared by the Scheduling Department, computerized, and are computer printed weekly in Butte.

Student Accounting gets the printout time cards from the Data Center and issues them to the students at the pay line, where they surrender the old time card.

Students carry the card with them, and get stamped off when and where they are scheduled to be.

By way of final disposition, the cards are filed weekly in the Data Center in special files for time cards only.

Specific Procedure for Instructors

Instructors are charged with the responsibility of stamping (or attesting the student's presence in) the appropriate mod on the time card.

To assure that this "stamp off" procedure occurs in accord with regulations, several monitoring devices will be employed:

1. Instructional areas will be periodically audited to determine the actual number of students present at a given time.
2. Instructional areas will be monitored to determine the effectiveness of curriculum products. An account of numbers of students occurs again at these times.
3. Other student accounting information sources (Student Attendance Rosters) have become available, so that student accounting data may now be derived from a variety of sources and compared.

The obvious implication is that instructors must exercise caution in their stamping procedures in order that other reporting systems are not contaminated by data which is not accurate, and that students receive the amount of money to which they are entitled.

1. Do not take this document lightly. After all – it is the basic instrument of the student accounting system.
2. Do not overstamp unless you are a counselor, career guidance person, student advisor, or are involved with scheduled student personal development activities. Other activities (such as parent/teacher conferences) also occur for which staff have been specifically authorized to overstamp. These are known to the authorized personnel.
3. Be sure you have your personal stamp with both the curriculum area number and your initials. A curriculum area stamp alone is not sufficient. It is necessary for purposes of Student Accounting, Cost Accounting and the control of other variables, that each mod (or partial mod) be stamped by specific Curriculum Area number rather than, for instance, "BTS".
4. Be sure you are the only person using your stamp. It is advisable to keep this stamp where only you have access to it.
5. In case of loss notify the data supervisor and the occupational area coordinator immediately and a new and different stamp will be issued.
6. Since there are a number of ways a student's absence can be known, stamp only for persons present for a minimum of 45 minutes. Conflicting student attendance reports may trigger an audit.
7. Where a student shares time between your area and another, a slash (/) and two stamps are necessary.
8. In the event that a time card is lost, students should obtain a new one from the Scheduling Aide. They then should have their instructor fill in time attended to date.
9. Note at the bottom of time cards if a meeting is cancelled by Career Guidance or some other area, identifying the specific area cancelling the meeting.

STUDENT NAME
CLOCK NUMBER 3652-01 WEEK ENDING 11/15/74

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A 8 - 9	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER
B 9 - 0	26 FOOD SER	80 COUNSEL	26 FOOD SER	26 FOOD SER	26 FOOD SER
C 10 - 11	26 FOOD SER	80 COUNSEL	26 FOOD SER	26 FOOD SER	26 FOOD SER
D 11 - 12	26 FOOD SER	81 MOVIES	80 COUNSEL	26 FOOD SER	26 FOOD SER
E 1 - 2	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER
F 2 - 3	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER
G 3 - 4	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER	26 FOOD SER

q1

q1

6 week

STUDENT NAME GREEN JANICE DATE 12/20/74 90
CLOCK NUMBER 3639-02 WEEK ENDING 12/20/74 CLOCK NUMBER 3639-02

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CURRICULUM MISSED NO.	CURRICULUM MISSED HRS	VARIANCE ATTEND NO.	VARIANCE ATTEND HRS
A 8 - 9									
B 9 - 10	48 PLANNING	48 PLANNING	48 PLANNING	48 PLANNING	48 PLANNING				
C 10 - 11									
D 11 - 12									
E I - 2	48 PLANNING	48 PLANNING	48 PLANNING	48 PLANNING	48 PLANNING				

(for use by Data Center)

STUDENT ATTENDANCE ROSTER

Description and Purpose

The Student Attendance Roster is a computer printout which lists students alphabetically by time module for each instructional area. It has provisions for the instructor to mark students present, absent or validated in five columns, one for each working day of the week. See the attached completed Student Attendance Roster.

The purpose of the roster is to:

1. Control class loading in order to prevent under and overloading.
2. Provide instructor feedback on student attendance.
3. Provide a cross reference to time cards.
4. Provide additional attendance input used to determine attendance variance.

How the Roster Fits into the System

Instructors are furnished with an attendance roster each Friday afternoon by the Data Center. The roster is up to date as of the previous Wednesday and hand corrected to current date, and furnishes a class list of students, indicating those who are to be present and when. The information contained on the roster reflects that compiled from student time cards and the previous week's roster, fed into the computer system in Butte, and printed out as the Attendance Roster. The Roster furnishes the instructor with class loading information and the instructor, in completing his portion of the roster, furnishes updated information which is fed back into the system.

Specific Procedures for Instructor Use

1. Enter a "P" for present at the end of each module. (See example)
2. Enter "A" for absent at the end of each module. It is advisable for the instructor to fill out the roster at the time the time card is stamped.
3. In the case of a student validating, a "V" should be entered in that and all subsequent modules until the student's name is deleted from the roster.
4. Enter a "D" for students on the roster that have deserted or dropped.
5. An instructor may not allow a student into a class unless the student:
   a. is scheduled on attendance roster, or
   b. presents a special schedule from the Data Center. Students showing up for class but not on Roster are to be referred immediately to the Registrar's office. A "special schedule" authorizing the student's attendance may be issued by that office and hand carried to the instructor. Once a student enters with a special schedule, he is to be listed on the roster (see example). A, P, and V are entered after this student's name as for the regularly scheduled students.
6. If a meeting is cancelled by Career Guidance or Counseling, note it at the bottom of the time card, identifying the area, and sign.

6. The instructor having the primary responsibility for the students must sign the completed roster before the time it is picked up by the scheduling aide.
7. The roster for the forthcoming week will be hand carried to the instructional areas by the last module each Friday.
8. If instructors have unusual circumstances requiring change to class loading, the request should be routed through the Associate Director of Education Services.

MOUNTAIN PLAINS — INSTRUCTOR CLASS LIST

PAGE 1 — DECEMBER 6, 1974 SCH-080

INST. NAME - COMMUNICATION SKILLS — CLASS CAPACITY - 60

INST. NO. - 0143-015-00

WEEK ENDING - 12/06/74

TIME MODULE - B

			MON	TUE	WED	THR	FRI
ADAMS	DEBRA	3663-02	A	P	P	P	P
AGAN	OFILA	3666-03	P	P	P	P	P
ANDREWS	MARY	3745-02	P	A	P	P	P
BELL	KIM	3706-02	000	P	V	V	V
CAREN	DENNIS	3715-01	P	P	000	P	P
EHRMANTRAUT	LINDA	3764-03	A	A	P	P	P
GARCIA	ROBERT	3658-01	P	P	A	P	P
GARDNER	JERRY	3613-04	A	P	P	A	A
HILL	FRANKLYN	3730-01	A	A	A	A	A
HOF	JAMES	3719-01	A	000	A	A	A
HOF	PATRICA	3719-02	A	000	A	A	A
KICKLAND	SHIRLEY	3674-02	P	P	P	P	P
MAJORS	JESSE	3742-01	P	A	P	P	P
MITCHELL	BETTY	3660-02	A	000	000	000	000
MITCHELL	HERSCHEL	3660-01	P	000	P	P	P
PLADSON	WALLACE	3702-01	P	P	P	P	P
ROLLER	LOREN	3752-01	P	P	P	P	P
SHIPMAN	BERNARD	3748-01	P	P	P	P	P
SPOTTED HORSE	ADELLA	3736-02	P	P	P	P	P
TURNER	KATHLEEN	3749-02	P	P	000	P	A
VERHULST	GABRIELE	3713-02	A	000	P	P	P
WOLCOTT	JOANNE	3613-03	P	P	P	A	P
WRIGHT	MYRA	3743-02	A	A	000	A	A
			60	60	60	60	60
			21	18	19	22	22
			39	42	41	38	38

SPECIAL SCHEDULE

Hanna, Sandy	P	A	A	A	A
INCASHOLA, PETE		P	P	A	P
INCASHOLA, DOROTHY			P	P	P
PASCHALL, MONICA				P	P

STUDENT COMPLETION CALENDAR

Description and Purpose

This document, which is printed on 5-part NCR paper, is for the primary purpose of establishing a firm program completion date for a student. A Calendar, which has been completed, is attached for reference.

How the Calendar Fits into the System

When the student has remaining about 45 working days or roughly 280 class hours, based on SWP and attendance data, the Data Supervisor makes up a completion calendar for distribution to:

1. Student working file.
2. Placement office.
3. Data Supervisor and Student Advisor.
4. Concerned instructional staff.
5. Student.

The Student Advisor then confers with the appropriate instructors concerning the student and the accuracy of the information on the form. The following information on the calendar is derived from a computer printout:

1. Estimated exit date (based on rate of progress against the norm, corrected for attendance).
2. Balance of instruction hours remaining.
3. Hours accomplished.
4. Progress hours versus attended hours (+ or - 100%).
5. Areas yet to be validated.

This computer printout is a compilation of information from a number of sources:

1. SWPs.
2. Student Profile Summary.
3. Time Card.
4. Attendance Roster.

Finally, the Student Completion Calendar is disposed of as follows:

--- Data is compiled into a Student Completion Roster weekly.
-- Individual calendars are filed by the Data Supervisor into a special file for completed students.
-- A check is made to ascertain that the actual student completion date corresponds to the estimated completion date per completion calendar.

A number of departments make use of the calendar. It is of utmost importance to placement and to those involved with recruitment.

PLACEMENT: When the student has 30 days left before exit (22 working days), he is scheduled for interviews with the Placement Officer, and into other completion-oriented activities.

RECRUITMENT: The six state offices and the Administrative Assistant for State Office Operations need to be constantly aware of the need for recruits, such need largely based on the numbers of students leaving the program.

The data on the calendar is compiled weekly into the Student Completion Roster, which comprises names of all students who are to exit within 45 to 30 working days. This Roster is distributed as follows:

Instructional Areas	Editor of the FORUM
Counselors	Ed. Services Director
Career Guidance	Coordinator of Ed. Programs
Six-State Offices & Admin.	Health Education
Assistant for 6 State Operations	Placement
Gymnasium	Data Center
Early Childhood Education	North Star School

Specific Procedures for Instructor Use

Instructors should:

1. In general, cooperate with student advisors in confirming, revising, or updating the completion date by notifying the advisor.
2. Notify, as soon as possible, the Student Advisor by telephone or memo of the names of students who are progressing more quickly than the program average and who may be expected to complete in less than 45 days after entering the occupational area.
3. Notify the Student Advisor of any deviations during the 45 day out mode, such as: a change in the student's progress or attitude that would alter the completion date by five (5) or more working days.
4. Notify the Senior Instructor of any and all changes in student progress that would alter the completion date plus or minus more than one day when in the 22nd working day mode. The Senior Instructor will immediately notify the Student Advisor of such change. Changes in student completion dates at the start of or during the 22nd day exit mode require the approval of the Placement Officer.
5. Calendar changes due to sickness, interviews or schedule changes will be initiated within the Registrar's Office.

As indicated, the Student Completion Calendar is used by a variety of persons for a number of reasons. The instructor provides an important input into the document. Data derived from the SWP, DET, SPR and Time Card provide basic information for the Calendar. Also, as noted above, instructors are responsible to follow the student calendar or a completion schedule and notify the advisor when adjustments are needed.

Flag Date 1/8/75

STUDENT COMPLETION CALENDAR

Completion Date 2/7/75

NO. 3613 NAME P. Smith

DATE PREPARED 11/14/74

ADVISOR Jones

AREAS TO COMPLETE	Scheduled Hours Remaining	Week No. 1	2	3	4	5	6	7	8	9	10	11	12	13	14
		Week Ending 11/22	11/29	12/6	12/15	12/20	12/27	1/3	1/10	1/17	1/24	1/31	2/7		
	Scheduled	10	10	20	5	20	15	24	26	30	30	30	30		
Office Ed	Balance of Hours 250	240	230	210	205	185	170	146	120	90	60	30	0		
Instructor's Name															
	Scheduled	10	2												
Math	Balance of Hours 12	2	0												
Instructor's Name															
	Scheduled	10	6	10	5	10	9								
Comm Skills	Balance of Hours 50	40	34	24	19	9	0								
Instructor's Name															
	Scheduled				20				4						
Compl Activities	Balance of Hours 24				4				0						
Instructor's Name															
	Scheduled														
	Balance of Hours														
Instructor's Name															

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COMPLETION ROSTER

WEEK ENDING 12/6/74

STU. NO.	NAME	AREA	FLAG DATE	COMPLETION DATE
3609	SAUNDERS, CHUCK	BOOKKEEPER	10/11/74	11/25/74
3567	TRACKE, IONA	COOK	10/25/74	11/27/74
3486	PETERSON, LEROY	TUPE UP MECH	10/29/74	11/29/74
3549	DAMMEL, DENNIS	M & D	10/29/74	11/30/74
3482	BEARDSLEY, BEN	DRAFTING	10/25/74	12/06/74
3490	RONKE, RICHARD	GEN. MECH.	11/04/74	12/06/74
3517	SIMPSON, MIKE	GEN. MECH.	11/04/74	12/06/74
3742	FARNUM, MIKE	ENGINE REPAIR	12/09/74	01/10/75
3707	SCHMIDT, KEITH	APPL. SERV.		12/11/74
3572	VANVLEET, DAVID	DRAFTING	11/11/74	12/13/74
3601	WESTERMAN, DON	DRAFTING	11/11/74	12/13/74
3557	SKJONSBERG, RON	ELECT/WIRE.	11/11/74	12/15/74
3629	PERLEY, THOMAS	DRAFTING	11/12/74	12/16/74
3530	OKSANEN, ROBERT	CARPENTRY	11/12/74	12/16/74
3547	HALFERTY, DAVID	DRAFTING	11/12/74	12/20/74
3617	MARTIN, PEGGY	BOOKKEEPER	11/21/74	12/23/74
3594	STONE, BETTY JO	DRAFTING	11/21/74	12/24/74
3613	WOLCOTT, JOANNE	CLERK/TYPIST	11/22/74	12/26/74
3687	ANDERSON, ALDEAN	CLERK/STENO	11/22/74	12/27/74
3667	ANDERSON, HOWARD	DRAFTING	11/26/74	12/30/74
3579	MICKEY, CHUCK	MID/MNGT.	12/02/74	1/03/75
3564	KLINE, DONALD	GEN. MECH.	12/04/74	1/03/75
3665	HOCKENBERRY, JOHN	DRAFTING	12/05/74	1/04/75
3518	WALES, ROBERT	GEN, MECH.	12/09/74	1/08/75
3615	HINTZ, RUTH	CLERK/TYPIST	12/09/74	1/09/75
3661	CRUZ, PATRICIA	CLERK/TYPIST	12/09/74	1/10/75
3701	HALL, LANNIS	TUNE UP MECH.	12/09/74	1/10/75

STUDENT PROGRESS RECORD

Description and Purpose

The Student Progress Record is a listing in outline form of curriculum to the LAP level by component titles with provision for data recording by students and instructors. There is an SPR for each Family Core Curriculum area, both basic and advanced Math and Communication Skills, and for each authorized career job title. An SPR for support areas to job titles also exists. (Note: The SPRs for Math and Communication are used differently than the others.)

The SPR is used to record data not otherwise available. This data is used for administration, which includes student progress monitoring, and for baseline data for research and evaluation purposes, such as curriculum validation.

How it Fits into the System

The Test Center originates the SPR along with the Student Work Plan (SWP) for each student when he is pretested for each curriculum area he enters. The last two columns on the right are for comprehensive pre and post test results which will be filled in by the Test Center. From the Test Center the SPR, with the SWP, goes: (1. staff delivered for FCC; 2. hand carried by student for career job titles; 3. no SPRs at pretest for Foundation Education) to the Data Monitor Office. There it is checked against the master list, quality checked and logged. It is again staff carried to FCC areas and hand carried by students to the career area. In the instructional area it is used as a primary data recording form and is filled out by both student and instructor. It is used as a basis for filling out the Student Work Plan and is one input for filling out the Developmental Employability Traits form (DET).

When students complete the Family Core Curriculum areas, the student delivers his SWP and SPR to the scheduling aide and has his scheduled changed. The scheduling aide then forwards the SWP and SPR to the Data Monitor's Office. After all four areas are completed, the scheduling aide schedules the student to the Test Center for post-testing. The SWP and SPR are hand carried to the Test Center by the student. The SWP and SPR, with test results, are returned to the Data Monitor Office by the Test Center.

As students complete <u>each</u> career curriculum area, the instructor will call the advisor aide. The student will be instructed to hand carry his/her Student Work Plan and Student Progress Record to the Data Center. A special schedule will be prepared and the student will then hand carry his/her Student Work Plan and Student Progress Record to the Test Center for cognitive post testing. The Data Monitor Office cannot sign a student's Termination Form without having the SPR and SWP for <u>each</u> area in which he was enrolled. When a student deserts the program, the Registrar will notify the Education Services Division, which will ensure that all SPRs are filled out up to date and forwarded to the Data Monitor Office along with the Student Work Plan.

Specific Procedures for Instructors Use

When the SPR is received in the instructional areas, it should have the student's name and number, pre-test date and comprehensive pre-test scores clearly entered. The curriculum elements prevalidated by the comprehensive test are indicated by a "V" following the score for that component.

In the instructional area the instructor is responsible for the following entries:

1. The instructor enters the date the student began attending the area in the entry date space.
2. The instructor ensures that for each curriculum component the student records:
   a. date component started.
   b. date component completed.
   c. time in hours, to the .5 hour, that the student felt he spent on the component is recorded daily.
3. Include for each LAP or test.
   a. Time for getting materials out.
   b. Study and/or work time.
   c. Tear-down and put-away time.
   d. Time spent on take home work.
4. Do not include time that does not contribute to mastery of the LAP material.
   a. General shop clean-ups.
   b. Coffee breaks and wash up.
   c. Other non-productive tasks.
5. The instructor initials each curriculum component to signify that the above data is entered and that the curriculum component has been validated by the student.
6. The instructor is to enter all instructor given unit pre and post test scores and performance test results (pass or fail) in the sapces provided in the Component Title column of the SPR. In the event a unit cognitive test is failed, enter the scores as always, leaving room for subsequent entries upon retakes. There will be no more than a total of three entries. Treat performance test entries similarly, using "F" or "P" rather than raw scores. (See Appendix D for detailed testing information.)
7. When a block of review time is used by the student that does not fit into LAPs or units, write "review" immediately to the right of the next higher level title (such as unit or course) and have the student enter the review time in the "time spent" column.
8. The instructor monitors to assure that the student records his time daily, insuring accurate and current records. (Note: it is suggested that these daily entries be made on a worksheet copy of the SPR till each component is completed and then transferred to the official SPR. The time may also be recorded on the LAPs or other method preferred by the instructor. The important thing is to maintain good records.)
9. Unit pre-tests are given only at a student's request and when it appears that he may be capable of prevalidation of the unit.
10. Foundation Education will originate a student individual profile for each student with the above information except #3, but including all units pre-tested for #9.

Curriculum Department will periodically monitor each area for, among other things, timely and complete SPR maintenance.

STUDENT PROGRESS RECORD

Name (1) _____ Number _____

Curriculum Area 37 AUTOMOTIVE

JOB TITLE: Tune-up and Engine Repair

Entry Date _____

Pretest Date (2) _____

Post Test Date (12) _____

		Time Spent in Curric. Compon.	Date Started	Date Com-pleted	Instruc-tor's Initials		
.02	Battery Load Test						
.03	Testing Cranking Voltage						
.04	Testing Ignition Coil						
.05	Testing Secondary Cable Resistance						
.09	Engine Repair						
	Pretest Score Post Test Score						
.01	Fundamentals of 4-Cycle Engines	(6)	(4)	(5)	(7)	(3)	(11)
	Pretest Post Test Perf. Test						
.01	Fundamentals of 4-Cycle Engines						
.02	Engine Construction						
	Pretest (8) Post Test (9) Perf. Test (10)						
.01	Fundamentals of Engine Block						
.02	Engine Block Construction						
.03	Valve Train						
	Pretest Post Test Perf. Test						
.01	Fundamentals of Engine Block						
.02	Inspecting Cylinder Head						
.03	Overhaul Over-Head Valve Head						
.04	Overhaul Over-Head Cam Head						
.04	Engine Block						
	Pretest Post Test Perf. Test						
.01	Overhaul Engine Block						
.02	Cam Shaft						
.03	Crank Shaft and Bearings						
.04	Pistons						
.05	Rods						
.06	Timing Gears and Chains						
.05	Lubricating Systems						
	Pretest Post Test Perf. Test						
.01	Fundamentals of Oil Pumps						
.02	Testing Oil Pump						
.03	Replacing Oil Pump						
.12	Parts and Accessories						
	Pretest Score Post Test Score						
.03	Cleaning Parts and Work Area						
	Pretest Post Test Perf. Test						

When the SPR arrives in the Instructional Area it should contain or be filled out as follows:

TC	(1)	Student Name and Number
TC	(2)	Comprehensive Pretest Date
TC	(3)	Comprehensive Pretest Scores (Followed by V for elements prevalidated)
S	(4)	Date Curriculum Element Started
S	(5)	Date Curriculum Element Completed
S	(6)	Time Spent on Curriculum Element
I	(7)	Instructor's Initials
I	(8)	Unit or Course Pretest Score and Performance Test Results (P or F) If Element Challenged
I	(9)	Unit or Course Post Test Score
I	(10)	Performance Test Results (P or F)
TC	(11)	Comprehensive Post Test Results
TC	(12)	Comprehensive Post Test Date

Responsibility For Entry

TC = Test Center
S = Student
I = Instructor

STUDENT WORK PLAN

Description and Purpose

There is a Student Work Plan which lists the Student Terminal Performance Objectives for:

1. Each Family Core Curriculum area.
2. Both basic and advanced Math and Communication Skills.
3. Each job title in the career areas (an SWP also exists for support areas).

The SWP, printed on 3- to 5-part NCR paper, has provision for comprehensive pre and post scores by STPOs and lists curriculum to the unit level to support each STPO. At the unit level the SWP indicates normative student time in hours and has provision for recording:

1. Prevalidation of units by the comprehensive test.
2. Student recorded time from the SPR (Student Progress Record).

Finally, the SWP provides for determining the student's budgeted time for each of his curriculum areas.

The SWP is supported by the SPR and serves as a student data form and data transmittal document. It is used in student planwriting, student progress monitoring, research and permanent records.

How it Fits into the System

The SWP originates in the Test Center along with the SPR when the student is pre-tested for each of his curriculum areas. On it the Test Center records:

1. Student's name.
2. Pre-test date.
3. Comprehensive pre-test score by STPOs and total score.
4. Units prevalidated.

From the Test Center it goes with the SPR, by staff delivery for FCC and student hand carried for career areas, to the Data Monitor Office. (One copy of SWP for Foundation Education.) There it is checked for completeness, quality, logged, percent scores computed and a copy retained for the student folder. The retained copies are used to write the student's plan and for initial computer loading while the remaining copies are again staff delivered to the FCC areas and student hand carried to the career areas. (Staff delivered directly from the Test Center to Foundation Education.) For the FCC areas, the SWP is filled out from the SPR by instructors and returned with the SPR to the Data Monitor Office by the student when he completes or ceases to attend the area. It is staff delivered for deserting students. In Foundation Education the student is pre-tested in the area. The SWP and individual student profile are completed by instructors and hand carried by the student to the scheduling aide.

In the career area, the SWP is used as a student progress transmittal document (information entered by instructors from the SPR), including six week progress reviews and special reviews as needed. As students complete each career curriculum area, the instructor will call the advisor aide. The student will be instructed to hand carry his/her Student Work Plan and Student Progress Record to the Data Center. A special schedule will be prepared and the student will then hand carry his/her Student Work Plan and Student Progress Record to the Test Center for cognitive post testing. The Test Center informs the student when to pick up the SWP and SPR to hand carry to the Data Monitor Office, for computing loading, research and permanent records. Again, if a student deserts, the Registrar notifies the Education Services Division and the SWP is staff delivered to the Data Monitor Office.

Specific Procedure for Instructor Use

When the SWP is received in the instructional areas, it should have the student's name, pre-test date, pre-test score by STPOs and a "V" in the parentheses (V) for units prevalidated.

In the instructional areas the instructor is responsible for the following entries:

1. Entry date when the student begins the area.
2. Progress data at designated review dates (dates to be provided by the Data Supervisor) which includes:
   a. for units completed, the student recorded time inside the parentheses, which is the sum of the times recorded on the SPR for LAPs and tests in the unit.
   b. for incomplete units, the student recorded time recorded to the immediate right of the parentheses. This time is the sum of all student recorded time from the SPR for LAPs and tests within the unit. This time is to be current (refer SPR section). A copy of the updated SWP is then forwarded to the Data Monitor.
3. Exit date when the student ceases attending the area.

When the student validates or ceases to attend the area, the instructor will:

1. Notify the advisor aide by phone.
2. Ensure that the SWP and SPR are up to date.
3. Have the student hand carry the SWP and SPR to the scheduling aide.
4. If the student is not available for the above, the instructor will forward the updated SWP and SPR to the Data Monitor Office as soon as notified by the Registrar through the Education Services Division.

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STUDENT NUMBER (1)

STUDENT WORK PLAN

Name (2)

Rater (3)

Date (Entry) (4) (Exit)

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:
(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.
( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.
( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parentheses

Instructional or Curriculum Area	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other: Specify PRE	Other: Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
27 PROFESSIONAL SALESPERSON										
Objectives:	(5)								(24) 07.01 ( )	(9)
Demonstrate an understanding of the fundamentals of good salesmanship and an ability to apply this knowledge in a simulated sales situation.	3								(15) 07.02 ( )	
Demonstrate an understanding of sales-supporting services provided by wholesale and retail businesses.	(5)								(5) 08.01 ( )	(9)
	35								(10) 08.02 ( )	
Demonstrate an understanding of advanced concepts and practices of good salesmanship and an ability to apply this knowledge in a simulated sales situation.	(5)								(24) 09.01 ( )	(9)
	60								(42) 09.02 ( )	
									(15) 09.03 ( )	
									(15) 09.04 ( )	
Demonstrate an understanding of the fundamentals of advertising and sales promotion activities and an ability to construct an advertisement for a local newspaper.	(5)								(23) 10.01 ( )	(9)
	40								(5) 10.02 ( )	
TOTALS	(6)								JOB TITLE HOURS 359	Total Est. Time (10)
									ADJUSTED JTH	
									ADJUSTED SUPPORT HOURS	
									TOTAL ADJUSTED HOURS (11)	Total Act. Time

When the SWP arrives in the Instructional Area it should contain or be filled out as follows:

TC	(1)	Student Number
TC	(2)	Student Name
I	(3)	Instructor's Name
I	(4)	Entry Date
TC	(5)	Comprehensive Pretest Scores by STPO
TC	(6)	Comprehensive Score Total
DM	(7)	Comprehensive Score %
TC	(8)	Units Prevalidated by Comprehensive Test (V)
DM	(9)	Estimated Time by STPO
DM	(10)	Total Estimated Time
A	(11)	Total Adjusted Hours

Responsibility For Entry

TC = Test Center
I = Instructor
DM = Data Monitor Office
A = Advisor

Actual Score / Possible Test Score	PRETEST	POST TEST
Score Necessary to Prevalidate / Possible Test Score	(7) %	%

FOR DATA MONITOR USE

Date updated

21

-18-

STUDENT WORK PLAN

STUDENT NUMBER _____

Name _____

Rater _____

Date *(Entry)* _____ *(Exit)* _____

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:

(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.

( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.

( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parenthese

Instructional or Curriculum Area 37 TRANSMISSION MECHANIC	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other: Specify PRE	Other: Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
Objectives: The student will demonstrate knowledge, acceptance, participation, appropriate work relations, job roles and responsibilities.										
The student will practice accident prevention techniques.	12 15	12 15							(10) 01.01 (1)	
The student will demonstrate mastery of cognitive skills.	244 305	244 305							(40) 10.01 ( ) (25) 10.02 ( ) (40) 10.03 ( ) (45) 10.04 ( ) (150) 10.05 ( ) (175) 10.06 ( ) (10) 10.07 ( ) (40) 10.08 ( ) (5) 12.01 ( ) (5) 12.02 ( ) (10) 12.03 ( ) (20) 13.01 ( )	
The student will demonstrate skill application.										
The student will demonstrate familiarity with and competence in, the use of tools, equipment and/or materials.	12 15	12 15							(5) 02.01 ( ) (5) 02.02 ( ) (5) 02.03 ( )	
1-19										
TOTALS	335	335						52		

PROGRESS REPORTING ENTRIES TO BE MADE BY INSTRUCTORS

I (1) For Completed Units - Total the time recorded by the student for each LAP in the Unit and enter inside the parenthesis following the Unit Number on the SWP. (X)

I (2) For Units Started But Not Completed - Total all the Student Recorded Time for LAPs in the Unit and record to the right of the parenthesis for that Unit. ( ) X

I (3) Enter the Date of the Update on the lower right corner of the SWP near where it says "FOR PLANNER USE".

Responsibility For Entry

I = Instructor

JOB TITLE HOURS	590
ADJUSTED JTH	
ADJUSTED SUPPORT HOURS	
TOTAL ADJUSTED HOURS	

Total Est. Time

Total Act. Time

(3) Date updated _____

Actual Score / Possible Test Score
Score Necessary to Prevalidate / Possible Test Score

PRETEST	POST TEST
%	%

FOR DATA MONITOR USE

22

STUDENT NUMBER _____ **STUDENT WORK PLAN** 10/1/74 Page 2 of 2 Pages

Name _____

Rater _____

Date (Entry) _____ (Exit) (2)

Instructional or Curriculum Area 27 PROFESSIONAL SALESPERSON	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other: Specify PRE	Other: Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
Objectives: Demonstrate an understanding of the fundamentals of good salesmanship and an ability to apply this knowledge in a simulated sales situation.	3								(24) 07.01 ( ) (15) 07.02 ( )	
Demonstrate an understanding of sales-supporting services provided by wholesale and retail businesses.	35								(5) 08.01 ( ) (10) 08.02 ( )	
Demonstrate an understanding of advanced concepts and practices of good salesmanship and an ability to apply this knowledge in a simulated sales situation.	60								(24) 09.01 ( ) (42) 09.02 ( ) (15) 09.03 ( ) (15) 09.04 ( )	
Demonstrate an understanding of the fundamentals of advertising and sales promotion activities and an ability to construct an advertisement for a local newspaper.	40								(23) 10.01 ( ) (5) 10.02 ( )	
TOTALS									JOB TITLE HOURS 359 ADJUSTED JTH _____ ADJUSTED SUPPORT HOURS _____ TOTAL ADJUSTED HOURS _____	Total Est. Time / Total Act. Time

FINAL ENTRIES TO BE MADE BY INSTRUCTORS WHEN THE STUDENT CEASES TO ATTEND AN AREA

I (1) Transfer all student recorded time from the SPR to the SWP.

I (2) Record date student ceased attending an area.

Responsibility For Entry

I = Instructor

(1)

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:

(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.

( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.

( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parentheses

Actual Score / Possible Test Score
Score Necessary to Prevalidate / Possible Test Score

PRETEST	POST TEST
% Change	% Change

FOR DATA MONITOR USE

FOR PLANNER USE

23

DEVELOPMENTAL EMPLOYABILITY TRAITS FORM

Description and Purpose

The Developmental Employability Traits evaluation form is a one page form, printed on 6-part NCR paper, designed for staff to report selected student affective traits on a three point scale with provision for narrative comments. The DET is used for incident reports as needed and in conjunction with each student's scheduled six week review concerning student progress.

How it Fits into the System

The DET is used both on an unscheduled (referral) basis and according to specific schedule. Unscheduled DETs are originated by any staff member who has opportunity and need to make a student assessment report. These are sent to the Data Monitor, who will forward them to the Registrar for appropriate action and distribution.

The scheduled DETs are originated by the Data Center according to the student six week review schedule list. These are delivered to the areas for instructor completion, picked up again at a specific time, and taken directly to the Data Monitor Office for processing and distribution. One copy is logged into the student folder for use by the Student Advisor.

Specific Procedure for Instructor Use

The unscheduled (referral) DETs are to be used on an as needed basis by instructors and are routed as stated above. Whenever an instructor needs to report an incident, document an incident or rating, or inform another person or division concerning a student, the instructor should use the appropriate part of the DET. Important: The insert in the DET contains instructions for using the rating scale and a set of specific objectives which should be kept in mind and referred to when rating the various traits.

The scheduled DETs will be received by the instructor with student name, date sent out, date due back, and job title the student is working toward already entered. Along with the DET the instructor is furnished with a computer printout showing, for that student, current attended time along with student progress (in terms of normed curriculum time completed) and student recorded time from the previous six week review. Based on the updated student recorded time and student progress time entered on the SWP (see SWP section), the instructor is to make an assessment of the student's updated progress as compared to the attended time on the printout. A difference of about 25% between progress time

and attended time constitutes need for discussion of such difference on the DET, in terms of the student's ability to progress, attitudinal difficulties reasons for slowness, etc. Also, there may well be implications for the Student Calendar, which the instructor should convey to the Advisor, if a student calendar has already been issued. The rating scales should also be used according to the instructions on the reverse side of the DET form.

Students whose six week review indicates less than 75% progress ratio will be flagged. The Advisor will furnish Senior Instructors with an up to date printout for those students. Pursuant to such notification, Advisors and Senior Instructors will confer with the instructor to determine such action as deemed appropriate. The cause of the discrepancy, and action taken will be added to the student's file in written form.

DEVELOPMENTAL/EMPLOYABILITY TRAITS

Date _____

To: _____ _____, majoring in
(student)
_____ is scheduled for a plan/progress review. To facilitate this effort please return this form to the Registrar by _____.

Budget Hrs.

Sched. Hrs.

Attend. Hrs.

Please rate each trait by checking the most appropriate box below using the following key:

Very Satisfactory. The student is strong on this trait and further development in this area is not required.

Satisfactory. The student is strong enough in this area to gain and maintain employment in his/her chosen career. Added strength would be helpful but it is not essential.

Unsatisfactory. This is a weak point of the student and requires work. The student might be able to gain employment, but would probably not be able to maintain employment due to this weakness.

Very Unsatisfactory. Because of this problem, the student is unemployable. Improvement is essential.

Individual/Personal Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Appearance				
Self-Concept				
Self-Confidence				
Motivation				
Directedness				
Alcohol Problems				
Self-Control				
Self-Knowledge				
Self-Acceptance				
Flaxibility				

Work Traits *	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Competence				
Industriousness				
Accuracy				
Responsibility (tasks)				

Relationship Traits *	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Cooperation				
Courtesy				
Perseverance				
Social Contact				
Intimacy				
Marital Harmony				

Overall Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Dependability/Reliability				
Responsibility (personal)				
Ambition				

Comments and Recommendations: _____

(*Traits defined on back)

THIS FORM FOR:

- 6 Week Review
- Referral - General Information
- Referral - Immediate Attention
- Incident Report

(1) File, (1) Counseling, (1) Career Guidance, (1) Occupational Area.

_____
(Instructor Signature)

INDIVIDUAL/PERSONAL TRAITS

1. Appearance. Dress and grooming are appropriate to the career for which the student is preparing.
2. Self-Concept. The feeling that one is a worthwhile person.
3. Self-Confidence. The feeling that one has abilities and can reach realistically arrived at objectives by employing them.
4. Motivation. The student shows a desire to succeed in that he completes assigned tasks adequately without close supervision.
5. Directedness. The belief that one can through one's self-work, plan and influence the direction of one's own future.
6. Alcohol Problems. Alcohol is not abused and/or is not a detriment to job, personal, or family functioning.
7. Self-Control. The ability to appropriately express and channel one's feelings and impulses when inappropriate or instantaneous expression would impede achievement of long range/higher order goals/objectives.
8. Self-Knowledge. A felt understanding of one's own abilities, action, tendencies, aspirations and limitations.
9. Self-Acceptance. The ability to deal openly and honestly with one's strengths, weaknesses and abilities without overtones of egotism, self-pity, etc. In brief, accepting self-knowledge.
10. Flexibility. The ability to apply a root value or idea to a new situation that does not necessarily fit the usual verbatum statement of the value or idea. (An indicator is the absence of stubbornness or rigidity when confronted with resolution of apparent value of belief conflicts.)

WORK TRAITS

11. Competence. The student not only "passes tests" but applies knowledge in new and/or real life situations.
12. Industriousness. The student applies himself fully to his work with a minimum of unproductive time.
13. Accuracy. Work is completed properly by the student. It does not have to be redone because of errors.
14. Accepts Responsibility (tasks). The student accepts work assigned and does not avoid difficult or unwanted tasks.

RELATIONSHIP TRAITS

15. Cooperation. Works well with others, both co-workers and supervisors.
16. Courtesy. Shows concern and understanding for the rights and needs of others.
17. Perserverance. The student does not become discouraged when initial approaches to task completion fail.
18. Social Contact. The ability to interact with persons and institutions in ways that fulfill the individual's needs without harming other persons or impeding fulfillment of institutional roles.
19. Intimacy. The ability to have meaningful interpersonal relationships with family and friends.
20. Marital Harmony. The ability to function, interact and grow as a family group with: shared goals, affectionate understanding, trust and constructively managed conflict.

OVERALL TRAITS

21. Dependability/Reliability. The ability to consistently do that which is expected or required; particularly as regards work/classroom performance.
22. Responsibility (overall). Acceptance of the fact that one's condition/situation is invariably the direct result of one's own actions/responses. Absence of blaming others, blaming self in self-pitying fashion (as opposed to accepting responsibility and learning from a situation). Acceptance of responsibility implies increased self-directedness (as opposed to dependence for direction on others).
23. Ambition. A real desire to succeed in school and on the job.

KEY PERSONNEL

1. Coordinator of Education Services
   William Connors
   Building 814, Room 120 Tel: 4-6542

2. Registrar
   L.D. Robison
   Building 810, Room 332 Tel: 4-3290

3. Data Monitor Office
   Vickie Turner
   Building 810, Room 327 Tel: 4-3542

4. Data Supervisor
   Gail Langen
   Building 810, Room 329 Tel: 4-6453

5. Advisor Aide
   Sheila Heikens
   Building 810, Room 321 Tel: 4-3933

6. Test Center Administrator
   Nancy Bunn
   Building 814, Room 105 Tel: 4-7129

7. Scheduling Aide
   Marilyn Stein
   Building 810, Room 333 Tel: 4-3933

INSTRUCTIONS FOR READING THE DATA PRINTOUT "ACTIVE STUDENT FILE"

1. STUDENT NUMBER

The student number is first of all a control number used in coding all data pertinent to a given student while at Mountain-Plains. The last 2 digits always indicate that

01 means dual parent family-head-of-household.

02 means dual parent family-spouse.

03 means single parent family-head-of-household.

04 means dependent child.

2. ENTRY DATE

The Entry Date is the date that the student first entered the Mountain-Plains program.

3. ESTIMATED COMPLETION DATE

The estimated completion date is the projected completion as indicated on the student's plan.

4. STATE

State is state of origin.

5. CLASS NUMBER

Class number corresponds to the curriculum number.

6. BUDGET HOURS

For each area this is the sum of the numbers to the left of unit numbers on the SWP except for prevalidated units. This is the best guess of how long it should take an average student to complete each curriculum area.

7. SCHEDULED HOURS

Current Hours - means number of hours scheduled for the current week.

Month Hours - means number of hours scheduled for that month.

C.T.D. (Cumulative to Date) - is sum of hours that the student has been scheduled into a given area.

8. ATTENDANCE

Month Hours - means total hours of attendance for that month.

C.T.D. Hours - means cumulative hours attended to date.

9. DIFFERENCE OF HOURS

Is difference between 7-8 above. That is the difference between scheduled hours and attended hours.

10. PROGRESS HOURS .

A. Represents the hours of progress toward the budgeted time.

B. Student Record Hours: Sum of the hours recorded by the student on the SPR. (This time was for all completed LAPs but is now to be for all recorded time.)

11. BUDGET

Percent used is the attended hours (column 8 CTD) divided by Column 6 "Budget Hours". This figure is computed when SWP data is loaded for that student.

PROGRESS

Percent used is progress hours (column 10) divided by column 6 "Budget Hours".

12. SCHEDULE VS ATTENDANCE

Is the percentage found when time attended is divided by scheduled hours.

13. ATTENDED VS BUDGETED

The percentage found when time attended is divided into column 6 "Budget Hours".

14. PROGRESS VS ATTENDED

The percentage found when progress time is divided by the attendance time. If the estimated time assigned to LAPs is accurate,then the progress time reported will equal the attendance time if the student's progress is average. This percentage is to be used only as a reference point when using this column to measure student's progress.

DECEMBER 20, 1974 MOUNTAIN PLAINS --- SIX WEEK REVIEW #

STNT. (1)	STUDENT NAME	(5) CLASS NO.	CLASS NAME		SCHE
(2) ENTR	(3) ST. EXIT (4) STATE	CURR.ENTRY CTRS	PRAT STATUS	(6) BUDGET --S	CURN
CURR CLASS		CURR.EXIT SCORE	SCORE(V OR D)		MONT
					CTD

51 BASIC HEALTH EDUCATION
4/26/74 80.0 % CHANGE
5/10/74 93.0 V 13.0 20.00

---

61 CONSUMER EDUCATION
4/26/74 67.0 % CHANGE
5/10/74 96.0 V 29.0 20.00

---

63 HOME MANAGEMENT
4/26/74 68.0 % CHANGE
5/13/74 98.0 V 30.0 20.00

---

66 PARENT INVOLVEMENT
4/09/74 .0
5/13/74 V 20.00

[illegible] COUNSELING
[illegible]/74 .0
/00/00 30.00

---

85 COMPLETION ACTIVITIES
/00/00 .0
/00/00 24.00

---

87 SPOUSES ABSENT
/00/00 .0
/00/00 .00

88(*) CATEGORY B
5/09/74 .0
/00/00 .00

---

89 ORIENTATION
4/01/74 .0
4/15/74 V 45.00

PLAINS --- SIX WEEK REVIEW # 3 ACTIVE STUDENT FILE PAGE 6

S NAME / AT STATUS / RE(V OR D)	BUDGET --S (6)	SCHEDULED ATTENDANCE CURNT HRS / MONTH HRS / CTD HOURS (7)	MONTH HRS / CTD HRS (8)	DIFF. OF HRS MONTH / CTD (9)	PROGRESS HRS STNT RCD / HOURS (10)	BUDGET % USED PROG / % USED (11)	SCHLD VS ATTND (12)	ATTND VS BUD. AT (13)
H EDUCATION		.00						
% CHANGE		.00	.00	.00	.00	200.0		
V 13.0	20.00	40.00	29.00	11.00-	.00	.0	72.5	145.0
ICATION		.00						
% CHANGE		.00	.00	.00	.00	200.0		
V 29.0	20.00	40.00	29.00	11.00-	.00	.0	72.5	145.0
MENT		.00						
% CHANGE		.00	.00	.00	.00	200.0		
V 30.0	20.00	40.00	29.00	11.00-	.00	.0	72.5	145.0
LVEMENT		.00						
		.00	.00	.00	.00	200.0		
V	20.00	40.00	29.00	11.00-	.00	.0	72.5	145.0
		.00						
		.00	.00	.00	.00	90.0		
	30.00	27.00	20.00	7.00-	.00	.0	74.1	66.7
CTIVITIES		6.00						
		6.00	6.00	.00	6.00	25.0		
	24.00	6.00	6.00	.00	.00	25.0	100.0	25.0
ENT		.00						
		.00	.00	.00	.00	.0		
	.00	.00	2.00	2.00	.00	.0	.0	.0
		1.00						
		3.00	3.00	.00	1.00	.0		
	.00	26.00	25.00	1.00-	.00	.0	96.2	.0
		.00						
		.00	.00	.00	.00	.0		
V	45.00	.00	.00	.00	.00	.0	.0	.0

USE OF INSTRUCTIONAL AREA TESTS

All cognitive tests in use in the instructional areas are not to be considered disposable materials. They are to be re-used until such time that, due to wear and tear, they are no longer readable. Separate answer sheets have been provided for all tests. This means that when taking a test, students are expected to use these answer sheets. On the answer sheet are spaces for the student to enter the test file code number, his/her name and family pay number. It is up to the instructor to audit all answer sheets to make sure that this information has been filled in.

LAP Tests

The LAP test is to be taken by the student when he or she feels that he has completed the work for that LAP. The test is to be self-administering and self-scoring. After completing the test, the student should go back into the curriculum and find the answers to any items he may have missed. Under no circumstances should the student be allowed to alter his original responses to each item. If in correcting the test, he writes the correct answer next to his response, his original response should still be clearly distinguishable.

LAP Progress Tests

In those instances where there is not a LAP test for each LAP, there are LAP progress tests covering two or more LAPs. These tests should be taken after the student completes the final LAP covered by the test. Aside from this, they are to be used exactly like LAP tests.

Unit Pre-Tests

These tests are to be administered only at the students request. If a student feels that he can accomplish the performance activity for a given unit without going through the curriculum, he may request to take the unit pre test. If he passes the unit pre test with a minimum score of 4 out of 5 per LAP, he may be administered the performance test at that point. If he fails the unit pre test, he should be directed into the curriculum sequence until he is ready for the normal unit post/performance test procedure. When administering a unit pre test, be sure to write PRE TEST across the top of the answer sheet. All unit test answer sheets will be assumed to be post tests unless so marked.

Unit Post-Tests

When a student feels that he has mastered the unit and is ready to take the performance test for that unit, he should be administered the unit post test at the same time as the performance test. The unit post test MUST NOT be scored before the performance test.

Unit LAP Tests

In those units that do not have LAP tests, the unit post test has been designated as a unit LAP test. Unit LAP tests should be used in the same manner as unit post tests.

Course/Unit Tests

In those courses that only have one unit, the tests have been designated as course/unit tests. In the instructional areas they will be used in the same manner as unit post tests.

Performance Tests

The performance test will be administered at the end of the unit when the student feels that he is ready to complete it. At the time the test is given, the assignment section should be filled in describing the exact task the student was expected to complete. The performance test must be administered and scored before the unit test results are obtained.

STUDENT VALIDATION

Units Without Performance Tests

In those curriculum units that do not have performance tests, the cognitive test will be used to validate students into the next unit. The recommended criteria for student validation under these circumstances is that the student obtain a minimum score of 4 out of 5 items for each LAP covered by the unit test. If a student obtains a score below the recommended criterion level, he should be directed back into those portions of the curriculum in which he did poorly. He should then be re-tested and the answer sheet should have SECOND TESTING written across the top of it. If a student fails the test a second time, the instructor has two options.

1. He can re-direct the student back into the curriculum and re-test him a third time. If after the third testing the student still has not achieved a satisfactory level of performance, the student advisor must be notified. At this point in time, some remedial action is mandatory.
2. If the instructor feels that nothing is to be accomplished by re-directing the student back into the curriculum, the student advisor should be notified at this point. As in option number 1, a plan must be formulated to deal with whatever problems are retarding the student's progress.

If the student passes the test, nothing more is necessary than to enter the results on the SPR and discuss the results with the student, giving him an opportunity to review the items he has missed.

Units With Performance Tests

In units with performance tests, student validation will be accomplished through satisfactory completion of the performance test. If the student passes the performance test, he will then proceed to the next unit regardless of his written test performance.

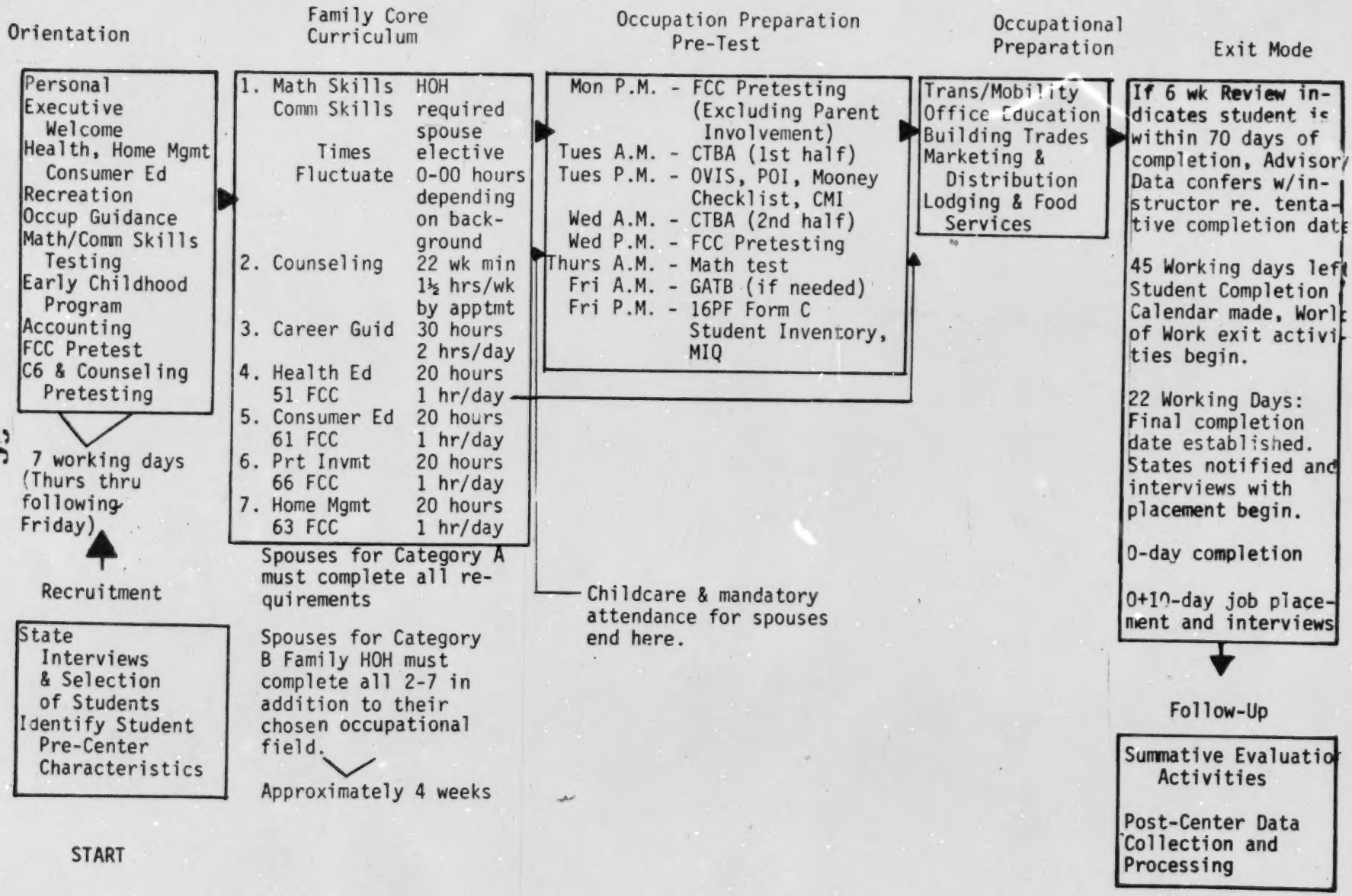
If a student fails the performance test, the written test and the performance test should be reviewed by the student and the instructor in a conference situation. This is so the instructor can use the test results to diagnose student problem areas. The student will then be re-directed back into the curriculum to correct his deficiencies in these problem areas. When the student feels that he is ready to retake the performance test, he will be re-administered both the written and performance test. If he fails the performance test a second time, the student advisor should be notified so that some action can be taken to uncover the reasons for poor student performance and correct them immediately.

FORWARDING OF TEST RESULTS

All cognitive test answer sheets should be kept together and forwarded to the TEST CENTER on a weekly basis. These answer sheets should be audited by the instructional staff to make sure that they have the correct file codes, student ID number, etc., filled out on them. Unit test answer sheets should be stapled to the performance test that was administered concurrently with it. This applies only to Mountain-Plains constructed tests.

GRAPHIC DISPLAY OF A PROGRAM COMPLETER

January, 1975


Orientation
Family Core Curriculum
Occupation Preparation Pre-Test
Occupational Preparation
Exit Mode
Personal
Executive Welcome
Health, Home Mgmt
Consumer Ed
Recreation
Occup Guidance
Math/Comm Skills Testing
Early Childhood Program
Accounting
FCC Pretest
C6 & Counseling Pretesting
7 working days (Thurs thru following Friday)
Recruitment
State Interviews & Selection of Students
Identify Student Pre-Center Characteristics
START
1. Math Skills HOH required
Comm Skills spouse elective
Times Fluctuate 0-00 hours depending on background
2. Counseling 22 wk min 1½ hrs/wk by apptmt
3. Career Guid 30 hours 2 hrs/day
4. Health Ed 20 hours
51 FCC 1 hr/day
5. Consumer Ed 20 hours
61 FCC 1 hr/day
6. Prt Invmt 20 hours
66 FCC 1 hr/day
7. Home Mgmt 20 hours
63 FCC 1 hr/day
Spouses for Category A must complete all requirements
Spouses for Category B Family HOH must complete all 2-7 in addition to their chosen occupational field.
Approximately 4 weeks
Mon P.M. - FCC Pretesting (Excluding Parent Involvement)
Tues A.M. - CTBA (1st half)
Tues P.M. - OVIS, POI, Mooney Checklist, CMI
Wed A.M. - CTBA (2nd half)
Wed P.M. - FCC Pretesting
Thurs A.M. - Math test
Fri A.M. - GATB (if needed)
Fri P.M. - 16PF Form C Student Inventory, MIQ
Childcare & mandatory attendance for spouses end here.
Trans/Mobility
Office Education
Building Trades
Marketing & Distribution
Lodging & Food Services
If 6 wk Review indicates student is within 70 days of completion, Advisor/Data confers w/instructor re. tentative completion date
45 Working days left Student Completion Calendar made, World of Work exit activities begin.
22 Working Days: Final completion date established. States notified and interviews with placement begin.
0-day completion
0+10-day job placement and interviews
Follow-Up
Summative Evaluation Activities
Post-Center Data Collection and Processing

Mountain-Plains Education & Economic Development Program, Inc.

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MOUNTAIN-PLAINS CURRICULUM MONITORING FORM CD- 2

January 1975

Teacher_____ Test Site #_____

Date_____ Grade Level_____ CA #_____ Other_____

QUESTIONS	RESPONSES Yes	No
1. Are raw test scores logged on SPRs? Criterion: On a test sample of 10, 9 scores are logged. Job title level pre and post test scores are entered by the test center. Unit post and performance test scores are entered by the instructor. LAP test scores are entered by the student on answer sheets. Job title post test scores are entered on the SWP by the test center.		
2. Are prevalidation procedures being followed? Criterion: SPRs contain prevalidation entry marks which match those on SWPs. No students are found involuntarily using LAPs that are marked on SPR as having been prevalidated. (Students may work in prevalidated LAPs when this is review following failure of performance test.)		
3. Are students using LEGs? Criterion: 9 out of 10 randomly selected students can describe a LEG and report that they are using them.		
4. Are students using LAPs? Criterion: 9 out of 10 randomly selected students can relate their activities to a procedure on a specific LAP.		
5. Are students using LAPs as prescribed? Criterion: 9 out of 10 students observed proceed from one LAP to the next without instructor interaction, except where by necessity student tasks are not ordered the same as LAPs.		

MOUNTAIN-PLAINS CURRICULUM MONITORING FORM CD-2

QUESTIONS	RESPONSES Yes	No
6. Does instructor-student interaction conform to M-P curriculum design? Criterion: Over a one hour observation period, a maximum of 5 minutes is spent interacting with all students at once.		
7. Is instructor available as a resource person? Criterion: 8 out of 10 randomly selected students report instructor is available to help them when needed within a reasonable length of time.		
8. Are LAP tests properly used? Criterion: Observation and/or student report indicates students are taking and scoring LAP tests themselves.		
9. Are Unit tests properly used? Criterion: All observed instances show performance tests administered before scoring of written tests. All observed instances indicate that instructor is conducting both cognitive and performance tests in a manner which compels students to respond to test items without benefit of external information other than that prescribed by testing constraints.		
10. Is test data being properly collected? Criterion: Written Unit test answer sheets attached to performance tests; both tests given at the same time; LAP test answer sheets properly stored; course test answer sheets properly labeled as to pre and post; and all answer sheets collected and stored and have required information on them.		
11. Is the instructor observing all the guidelines for use of the SWP? Criterion: The key to SWP use is observed to be used in filling out the SWP. Data is recorded as a LAP (or unit if this is the smallest component required of that job title) is completed. Other information required by the form is entered in appropriate spaces.		

MOUNTAIN-PLAINS CURRICULUM MONITORING FORM CD-2

QUESTIONS	RESPONSES Yes	No
12. Is the Student Progress Record being used as designed? Criterion: Students or instructional staff fill out identifying information completely, accurately and neatly. Students fill in the first three columns as required. Instructor initials the appropriate column at the termination of a learning segment, indicating accurate and timely conformity to instructions by students.		
13. Are Curriculum Materials appropriately stored and used by students? Criterion: LAPs, LEGs and resource materials are kept in a place which is accessible to students.		
TOTAL	/13	

DEFINITIONS

Job Title and/or Course Pre and Post Tests - these are tests given before a student enters his instructional program, and then repeated upon completion of a job title. These tests are sometimes referred to as "comprehensive tests".

Instructional Area - the physical space occupied by instructors, equipment, students and facilities. This is where instruction takes place.

Curriculum Area - designated by a number, it is a convenient way of identifying a common body of instructions, and may be a job title. Examples: a) Small Engines - 38, b) Communication Skills - 15.

Curriculum Component - Course, unit, LAP, LEG, unit pretest, etc.

Completer - a student who has validated an occupational preparation area, World of Work, Consumer Education, Health Education, Career Guidance, Counseling, Math Skills and Communication Skills.

Exiting Student - when a student physically leaves Mountain-Plains.

Validating - when a student successfully completes an area.

Prevalidate - when a student validates a curriculum component by receiving a passing score on the pretest.

Appendix E